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ABSTRACT

Describing a computer network communication tool which allows users to communicate concurrently across networked, advanced-function workstations, this guide presents information on how to use the Center for Educational Computing in English (CECE) Talk in the writing classroom. The guide focuses on three topics: (1) introducing CECE Talk to students; (2) adapting CECE Talk collaborative exercises to the specific needs of the instructor; and (3) developing new exercises. (RS)

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An Instructor's Guide to Collaborative Writing with CECE Talk:

A Computer Network Tool

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An Instructor's Guide for

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CECEtalk: A Computer Network Tool

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Introduction

This is a guide to using CECE Talk, a concurrent network communication tool, in the writing classroom. The CECE Talk program allows users to communicate concurrently across the networked, advanced-function workstations.[1] In addition to allowing written "conversations," CECE Talk keeps a record of the conversations which can then be examined online or printed out in hard copy. Although this guide is written for CECE Talk, many of the observations apply to any computer program that supports concurrent network conversations.

This guide assumes that you have read the document, *A Student Guide to Collaborative Writing with CECE Talk: A Computer Network Tool* (hereafter referred to as *Student Guide*). It focuses on three topics: (1) introducing CECE Talk to students, (2) adapting CECE Talk collaborative exercises, found in the *Student Guide*, to your curriculum, and (3) developing new exercises for your curriculum. Throughout the guide, we will refer to sample exercises found in the *Student Guide*. Some of these sample exercises have been developed by writing instructors who have used CECE Talk in our writing courses, while others have been developed specifically for inclusion in this guide. All of the exercises are based on our experiences as teachers working in computer-supported writing classrooms.

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[1]CECE Talk runs on Andrew, joint project of IBM and Carnegie Mellon University.

The work described in this manual represents contributions by the following people:

Writing Exercises	Christine M. Neuwirth, Terilyn Gillespie, Maggie McCaffrey, David Wallace
System Design	Christine M. Neuwirth, Gary Keim, Richard Segal and Terilyn Gillespie
Programming	Gary Keim and Richard Segal
Documentation	Christine M. Neuwirth, Michael Palmquist and Terilyn Gillespie

Introducing CECE Talk to students

This section is intended for teachers who are new to computer network tools, to computer-supported teaching, or to teaching in general.

Before using CECE Talk in the classroom

Ask "Why use CECE Talk?"

Using a concurrent network communication tool is not without costs: it is slower to communicate in writing than face-to-face and there will be technical problems associated with the network. Therefore, it is important that you decide how a network tool like CECE Talk will benefit your students.

Our experience suggests that using CECE Talk can help address several common difficulties experienced by peer response groups. These difficulties include (Spear, 1988):

- Uncertainty about the purpose of the group.
- Uncertainty about the nature of roles within the group.
- Failure to provide each other with adequate response.
- Failure to remain "on task."
- Failure to use the peer response effectively in revisions.

Because CECE Talk keeps a written log of the groups' session, you can

monitor multiple groups more effectively than you can when they are working orally and you are attempting to respond to a group's performance without a complete history of the interaction. A written record allows you and your students to study the interaction and develop feedback about their performance based on concrete incidents and examples. Teachers and students report that such "close reading" of peer group interactions are especially useful when students are first learning how to interact supportively. Likewise, you can ask students to hand in an analysis of the interaction history with their revisions. The analysis requires students to give reasons for accepting or rejecting various suggestions from the group members.

Of course, different students have different needs. If you are at an institution where other writing instructors have used CECE Talk or other network tools in their classrooms, ask them to discuss their experiences with you. If network tools such as CECE Talk are new to your campus, review some of the recent literature on their use.

Learn to use CECE Talk

CECE Talk can be an effective tool for collaborative learning, collaborative writing, and peer review. Like most tools, however, its effectiveness is largely determined by the skill of those who use it. Before you attempt to use CECE Talk in your classroom, you will want to spend some time learning how to use it yourself before you introduce it to your students. Before you enter the computer-supported classroom for the first time, you will want to have an understanding of the type of computers used in that classroom, the operating system used by those computers, and how CECE Talk operates on that system. The only sure way to develop the understanding you will need is to actually use the system.

Ask "How computer-literate are your students?"

Find out what you can expect your students to know about the computers you will be using in your classroom. First, ask other instructors who have taught computer-supported writing courses what you can expect in terms of student expertise (or the lack thereof) on the computers you will be using. This will give you some idea of how to prepare for the first few weeks of the course. Second, ask your students to assess their own knowledge of computers, both in general and in regards to the type(s) of computers you will be using for the course. We have found that a short survey, passed out on the first day of class, can be a valuable source of information. The results of the survey can be used to help revise or refine your lesson plans for the first few weeks of class. They can also provide a basis for placing students into groups of familiar and less-familiar computer users. A sample survey is found in the appendix.

Ask "How well is your computer environment supported?"

Many colleges and universities have purchased or begun to develop their own campus networks. Other institutions have set up networked writing labs--sometimes consisting of relatively few machines. Regardless of the situation in which your find yourself, you will want to find out who to call when your network (and thus CECE Talk) is not operating as it should, and whether you can expect to have the problem remedied in a reasonable amount of time. It is unfortunately true that not all networks are equal, and that not all support for those networks is equally fine. Problems that have their origin beyond your lesson plans can often wreak havoc on a well-planned syllabus. Consequently, you will want to know who to call when you need support for your network tools, and you will want to have a plan for what to do if the network is not operating.

Suggestions for working with CECE Talk in the classroom

Use peer tutoring

In any computer-supported classroom, some students will have more difficulty with the software than others. As you turn your attention to those students, the others will more than likely begin using their computers for non-class activities. As you return to your explanation of the exercise, you will find that you have to spend a few moments regaining your students' full attention.

Of course, this is one reason you want someone--yourself or a lab assistant--to be familiar with the CECE Talk software--or any other computer tool which you intend you use in your classroom--so you can deal with most students' problems relatively quickly. If, however, you are learning CECE Talk "as you go along" or you would appreciate extra help in the classroom, you may want to structure your class in a way which allows you to take advantage of the knowledge of those students who have a fairly good understanding of computers. The simplest way to do this is to place your students in groups with a mix of beginners and "experts." Unless your students are already familiar with peer tutoring, you will need to explain the purpose of the groups and the students' role shift from peers to tutors. As you introduce CECE Talk to your class, the students who are relatively familiar with computers can help their less knowledgable peers. We recommend that you implement a "hands-off-the-keyboard" policy for the peer tutors: they should offer help and explanations, but not actually carry out actions for the students they are helping. *Appendix I, Computer Experience Questionnaire*, contains questions that will help you identify students who will be good candidates for peer tutors.

Peer tutoring can help instructors who are new to CECE Talk. However, it is not a substitute for a thorough understanding of how the program works.

Assign students to groups

Students will need to work in pairs or groups to use CECE Talk. We have found that, for groups, four or five students work best. The best composition for the groups depends on how you structure the task and rewards (Slavin, 1980). It may also depend on the nature of the task itself. An idea generation group, for example, should be composed of students of roughly equal ability yet different backgrounds (Stein, 1975). You may, for instance, want to place students majoring in the same area of study in different groups--despite the fact that those students may know each other and feel comfortable working with each other. We have found it useful to form permanent pairs and groups at the beginning of the semester, based on such things as major and diagnostic writing samples.

You may also wish to assign workstations to each student (and let the members of the group know who is assigned to which workstations), so that starting CECE Talk can be accomplished in the shortest possible time. If your workstations are placed in a permanent arrangement, you could make up a handout that would consist of the workstation names and locations, the person assigned to that workstation and that person's user identification. Since all of this information will be required by the CECE Talk program, providing it for the students can add much to the efficiency of the class. A sample of such a handout is provided in the appendix.

As a final note on the groups, we feel a need to remind you of the importance of having the group members introduce themselves to one another. It is natural to assume that the students will get to know each eventually, but collaborative work requires that the people involved know each other a little better than being able to finally list the names of the people in the group after the 10th week of class. Ideally, people comprising a collaborative group not only know each other well, but also respect and trust one another. These factors may be even more important to students who are new to a

collaborative experience--the ability to take another student's advice and criticism about one's work does not come easily. We do not recommend using the network itself if the primary activity involves students getting to know each other. Research suggests that students in a "getting-to-know-the-other-person" task evaluate each other more negatively when using a network than face-to-face (Kiesler, Zubrow, & Moses, 1985). Our own research suggests that this result does not hold when students are engaged in a writing task (Neuwirth, Palmquist, Cochran, in prep.).

Introduce CECE Talk using a brief writing task

Despite the relative simplicity of the CECE Talk interface, students can find creative and innovative ways to run into difficulties. If you are teaching students the program, you will want to make certain that students understand each part of the program before you introduce the next. Before introducing the program to your students in the computer lab, assign the *CECE Talk User's Guide* to them for reading. Ask them to bring it to class for your next computer lab meeting. Once the students have read the guide, you can begin your introduction in the computer lab. Below is a list of things you will want your students to know how to do with CECE Talk:

1. Start the program for the group
2. Add talkers once the program has been started
3. Carry on a discussion with the program
4. Copy text from other windows into the talk window
5. Save a log file
6. Start a new log file
7. Print a log
8. Quit the program

All of these tasks are explained in the *CECE Talk User's Guide*. You may find it useful to provide short summaries of the steps necessary to complete each task for your students as well. A single sheet explaining how to start the

program will be easy for your students to refer to while actually carrying out the steps. A one sheet handout also tends to make the activity seem quite simple, which in turn can help alleviate any computer anxiety your students may be experiencing. Examples of one sheet handouts are provided in the appendix.

To introduce CECE Talk to students, we recommend that you develop a brief writing exercise (e.g., an idea generation exercise) that can be completed relatively quickly. We also recommend an exercise that uses a subset of CECE Talk (e.g., an idea generation exercise requires only items 1, 3, 4, 5, 6, above). By introducing CECE Talk with a relatively simple writing exercise--and making certain that students have mastered each part of the program before moving on to the next--you can increase the likelihood that subsequent collaborative exercises using CECE Talk will be successful. This becomes extremely important when you begin asking students to complete exercises which may take an entire class period -- or which must be completed outside of class. Time invested early in the course will pay dividends later on.

It is extremely important that you tell students the goals of any computer exercise, but especially important with CECE Talk. You should make sure students understand why they are doing the exercise on computer rather than face-to-face.

Ask students to turn in logs

While most of your students have probably worked in groups before attending your class, some of the activities will be quite new to them. For instance, your students will have to learn how to give constructive, thorough, tactful criticisms of each others papers. In addition to problems inherent in learning new skills such as peer criticism, other problems, such as keeping students on task, can arise. Our experience has taught us that one way to approach these problems is to require students to turn in hard copy logs from all of their CECE Talk

sessions. Knowing that the teacher will be reading what went on in the session (and possibly assigning credit for the efforts), can help motivate students to attend to the task at hand, and carry out productive discussions of the topic. Collecting printouts of the discussions also allows you to see if the students understand and are using the concepts correctly. It is also advised that you monitor the students while they are engaged in their group work. By visiting and observing each group at work, you will discover times when your assistance as a coach or mediator/referee are needed. You will also be able to intervene when you see a group having trouble with the concepts or skills required by the exercise, perhaps taking more time to model the exercise again, or discuss the overall goals of the activity.

Exercises in the Student Guide

Like any other pedagogical tool, CECE Talk is most effective when it is fully integrated into your curriculum. If you are using CECE Talk in an existing course, you will want to consider how it can best serve the course goals and objectives. If you are considering how to integrate CECE Talk into a new course, you will want to determine the points at which it would be most effective to ask students to use the program. In both cases, you will want to develop specific exercises and assignments which take advantage of the collaborative nature of CECE Talk's interface. In this section, we discuss the exercises in the *Student Guide* and suggest ways to use CECE Talk to introduce assignments and engage students in collaborative learning and peer review.

A Note about the exercises in the Student Guide

If you are planning to use the exercises from the *Student Guide*, it is useful to assign the reading of each exercise to your students outside of class, before introducing it in the computer lab. The exercises contain detailed examples of how to complete the exercise and what students should do with the results once they have left the computer lab. By modeling each activity for the student with these detailed examples, we have provided the beginnings of the scaffolding they will need to fully benefit from each exercise. Reading these exercises beforehand will give your students a good introduction to the activity and will help prepare them for your introduction in class, where you can further strengthen their understanding by modeling the exercises before having the students carry them out.

Idea generation

Task representation

CECE Talk is an especially effective tool for introducing a writing assignment to students. By engaging students in a discussion of the assignment itself, you provide students with a forum for discussing both the nature and the objectives of the assignment. Students find it interesting, and often enlightening, when another person interprets or reacts to an assignment in an unexpected way. By bringing these different perspectives together, you can provide a unique opportunity for students to explore the possibilities of an assignment in a group. In addition, the PrintLog capability of CECE Talk allows students to keep a record of their discussion for later review--a distinct advantage.

Brainstorming

The "Brainstorming" exercise found in the *Student Guide* can be adapted to introduce an assignment, or can be used to help students generate ideas about a particular assignment. It is especially useful when students are in the early stages of a writing assignment. While necessarily more structured than some forms of brainstorming (in order to ensure that all students gain written feedback from their peers), it provides an opportunity for students to engage in collaborative exploration of different topics. One variation of the brainstorming exercise would be to ask students to speculate together about what they think their audience might expect to read in a paper written on a particular assignment. Another might be to brainstorm on the best way to begin working on a particular assignment. Each of these versions of the brainstorming exercise provides a basis for a group discussion -- and consequently increases the likelihood that students will come away from the class session with additional or more refined ideas about how to approach a particular writing assignment.

Introducing the Exercise to the Class: The Brainstorming exercise found in the *Student Guide* is designed to help students generate and evaluate ideas about an individual student's paper. When you introduce the exercise to your class, you will want to remember three things. First, provide an overview of the exercise's goals and objectives. When the session is completed, each student should have a record of the group's reactions and discussion of ideas related to the topic he or she identified at the beginning of each brainstorming session. This record can be used to stimulate further ideas or refinements of those ideas. Second, you should stress the cooperative and collaborative nature of the exercise. It is important that students approach the exercise not as critics but rather as fellow writers interested in helping a fellow student. While providing constructive criticism is an important part of the brainstorming process, students will gain more if they focus upon generating new ideas than upon simply shooting down those advanced by other members of the group. Finally, stress that the exercise is exploratory and open-ended. Students should be encouraged to simply jot down ideas about the topic being discussed. Their contributions to the discussion need not take the form of complete sentences -- or even complete thoughts. Often, a single word can spur a completely new line of thought.

Modeling the Exercise: While it is difficult to model brainstorming on your own, you have at least two options for demonstrating how to participate in a brainstorming session to your class. First, you may wish to provide a written transcript of a brainstorming session. An example of such a session is contained in the brainstorming exercise in the *Student Guide*. Second, you may wish to conduct an oral brainstorming session with one or more members of your class, using the blackboard to record the ideas produced by the group. (The use of the blackboard here will help point up the advantages of using CECE Talk, with its ability to take over the role of recorder.)

Timing the Exercise: One of the strengths of a brainstorming session is its capacity to draw students into the discussion , yet this involvement in a particular topic sometimes leaves members of the group without feedback on their topics. To ensure that all students receive feedback on their topics, you may want to time the brainstorming session. At the end of each timed segment, inform the class that they should print and clear their logs, and move on to the next person's topic.

Collaborative peer review

One of the most valuable uses of collaborative learning is to provide a means for students to gain a better understanding of what other readers expect--and don't expect--from a particular piece of writing. Given the central role that audience awareness plays in many writing courses, CECE Talk provides a useful way to obtain a record of a reader's spontaneous reactions to a writer's ideas or written text. Four CECE Talk exercises provide frameworks within which students can work together to explore and review their work: (1) Discussing your paper with a partner, (2) What do readers expect? (3) Role playing with writing, and (4) Using a reader's questions, summaries, predictions, and requests for clarification. You may wish to use these exercises as they are presented in the *Student Guide*, or modify them to fit the specific needs of your course or assignment.

Discussing your paper with a partner

This exercise relies upon the adage that you cannot claim to know something until you can adequately explain it to someone else. Essentially, students take turns explaining their papers to a partner (or members of a group) and answering questions posed by their partner (or group members) about their papers. The purpose of the exercise is to encourage students to more fully articulate their ideas for a particular paper. By explaining their papers, and responding to questions about it, students are more likely to recognize inconsistencies and other potential problem areas, as well as promising areas of which might they might have been previously unaware.

Introducing the exercise to the class: To complete this exercise successfully, students should have given some thought to their papers prior to class. While they will not be introducing any written text, it may be a good idea to wait until they have done at least some writing before you introduce this exercise in class. While it contains some of the elements of a brainstorming session, it is much more formalized, with each student first summarizing part of all of his or her paper-in-progress, then responding to questions posed by a partner or group members. If students have taken part in brainstorming prior to your introduction of this exercise, you may wish to point out the similarities and differences between the two exercises.

Modeling the exercise: The exercise in the *Student Guide* contains a good example of how students can complete this exercise. After your students have read the exercise (prior to class) you should engage in a brief oral demonstration with one or more of your students in front of the class. In your explanation and subsequent demonstration of the exercise, you may want to stress the following key elements: (1) each student should start the discussion of his or her paper by summarizing their current conception of their paper; (2) this summary should be presented in short segments; (3) after each segment of the summary, the student's partner (or the other members of the group) should respond with either a question or an observation.

Timing the exercise: To ensure that each student receives feedback on his or her paper, you may want to ask students to print and clear their logs and switch roles at regular times during the period. You should inform students ahead of time that you will be timing them so that they will know how much time they have to present the summaries of their papers.

What do readers expect?

This exercise provides an opportunity for students to get a first-hand look at how readers react to their work as they read it. By stressing readers' expectations, the exercise allows students to identify passages in which what they have written differs from what their readers expected to read. In addition, the exercise provides the student with first-hand evidence that readers actively make meaning from a text -- a lesson many of our students do not appear to have learned when they arrive in our classrooms.

It is important that students be aware of how to paste text into the CECE Talk window prior to beginning this exercise. You may want to ask them to complete some short exercises designed to teach them how to copy and paste text before hand.

Introducing the exercise to the class: This exercise is relatively straightforward, and consequently you should find that students have little difficulty understanding both its purpose and how to complete it. When you introduce it, you may want to stress that the reader should give a "gut reaction" to the text that is pasted into the CECE Talk window, rather than trying to second guess the writer on the basis of things such as past experience with the topic or familiarity with the other student's style of writing. We have found that the faster people react to the text, the more likely their expectations are to conform to those of other readers.

Modeling the Exercise: Two ways of modeling this exercise have proven

effective. First, have the students read the example found in the exercise in the *Student Guide* prior to class. Second, you may want to engage in an oral exchange with one of your students, modeling the responses you would give to that student's text. This latter method has the drawback of not giving the student a permanent record of your responses; however, you may wish to react only to a relatively short segment of that student's text.

Timing the Exercise: Again, you will want to ensure that all students receive feedback on their texts. If you find that students are bringing in relatively long texts, you may want to increase the size of the text that is pasted into the CECE Talk windows. This will cut down on the number of exchanges, but should still give students a good sense of the match between their text and their readers' reactions.

Role playing

The role playing exercise is designed to make students more aware of the various points of view readers may have. We have found that students often leave high school with one of two notions of audience. They might feel that their only audience is the teacher who assigns a particular assignment. Or they may feel that there are two kinds of writing--one type for the teacher, and the other for "real people." By using CECE Talk to provide feedback from divergent points of view, students may begin to see that their writing can be addressed to a variety of readers.

Introducing the exercise to the class: Assign the exercise and the sample questions provided for other possible roles for reading prior to class. Depending upon your preference, you may wish to introduce role playing in a number of contexts. One context involves the need for writers to better predict their readers' reactions. Another might involve the importance of persuading or convincing an audience to take a particular action. Still another might stress the need to understand a reader's background so that you can best

illustrate a particular point. Regardless of the context within which you discuss role playing, you will want to underscore two key points about the exercise. First, students who place themselves in the role of a particular kind of reader (e.g., a devil's advocate, a hostile reader, a doubting Thomas, or an uninformed reader) should remember that the purpose of the exercise is to help their partner. Too often, we have found that students who do not fully understand the purpose of this exercise will "overplay" their role. A devil's advocate may not realize that some points should be conceded, for instance. Or a doubting Thomas may never accept any of the writer's claims, making it impossible to move forward in the discussion. Consequently, you will want to stress that students who engage in role playing should not get carried away. Second, you will want to fully explain the nature of the role students will be asked to play. Not all students fully understand the notion of a devil's advocate, for instance, and consequently may not be able to provide the types of objections that will help the writer modify and improve his or her text. Modeling is an effective means of educating students in the nuances of the various roles you may ask them to adopt. In addition, the exercises in the *Student Guide* contain examples of students who have adopted various roles.

Modeling the exercise: Role playing can be introduced to the class in a number of ways. You may, for instance, wish to have two members of the class engage in a role playing session in front of the rest of the class. Or you might wish to role-play your response to one of your students' papers. Another option would involve asking a student to react to one of your own compositions--or a text written for the purpose of demonstrating role playing to the class.

Timing the exercise: To ensure that all students get the opportunity to receive feedback on their texts or ideas, you will want to time the role playing exercise. Depending on the length of the texts students bring to class, you may find that students can receive feedback from readers playing more than one role. It is a good idea to allow extra time, however, than to attempt to squeeze in an extra session -- experience in the computer lab has suggested that even exercises with liberal time allowances are not always completed in the expected time.

Questions, summaries, predictions and requests for clarification

This exercise is a more complex variation on the exercise "What do readers expect?" In addition to asking the reader to predict what will come next in the text, the reader is also asked to (1) ask a question based on a paragraph from the text, (2) summarize that paragraph and (3) ask for clarification if the paragraph is unclear or does not conform to the reader's expectations. This exercise can be quite helpful for students who have completed a first or second draft of a paper. However, it is a lengthy exercise and you may find that you will want to spend two class sessions completing it. Alternatively, it might be a good exercise to model in class and assign for completion outside of class.

Introducing the Exercise to the Class: If students have successfully completed the exercise "What Do Readers Expect?" this exercise should pose no real problems. You will want to stress the added elements of this exercise --

questions, summaries and clarifications and predictions -- but it is likely that they will have a fairly good understanding of the exercise if they have read the example found in the *Student Guide*.

Modeling the Exercise: Given the relative complexity of this exercise, it will be a more difficult exercise to model. However, at least two options suggest themselves. First, you may wish to ask two students to model for the rest of the class, while you act as a coach. Second, you may want to respond orally to one of your students' papers in front of the class. Regardless of how you decide to model the exercise, you will want to reiterate the type and order of responses you would like students to make to each other's papers. It may be useful to prepare a handout which will list and explain those responses.

Timing the Exercise: Since this exercise may take as long as one class period for each paper, it is unlikely that you will want to time the exercise.

Adapting CECEtalk

CECEtalk can be successful only if it is adapted to the assignments given in your writing course. To do so, you need to be aware not only of CECEtalk's capabilities, but also of how those capabilities can be used to meet the goals and objectives of your writing assignments.

Assessing your goals and your students

The first step in assessing how CECEtalk can be used to support students' progress on written work is to determine the goals and objectives of a particular assignment. In doing so, you need to consider: (1) where the assignment fits in the overall structure of your course (i.e., whether it lays the ground work for subsequent work or is the culmination of a series of related assignments); (2) the outcomes which will mark the successful completion of the assignment; and (3) what students will be able to learn from their work on the assignment. If your assessment leads you to believe that collaborative idea generation or peer review would further the goals of the assignment, then you may want to ask students to use CECEtalk to conduct those activities.

The second step in assessing how CECEtalk might be adapted to a particular assignment is to consider why the students should work with a concurrent networked tool rather than face-to-face.. It may be, for instance, that your students are unfamiliar with the assignment you have asked them to complete. If this is the case, they may benefit from having a detailed record of the interaction for you to discuss with them. If, however, the assignment is one with which they have a great deal of familiarity, you may wish to use CECEtalk to monitor, perhaps grade, the students' group performance, to use the written log as the basis for a very rough draft of an essay, or to use the log to require students to reflect upon the reasons for their revisions.

Breaking the assignment down to classroom size

An important consideration in using CECEtalk in the classroom are time constraints. Experience has taught us that students can become extremely caught up in the exercises we ask them to complete--often to the point where they are unable to complete the exercise during the class session. If you are asking your students to complete CECEtalk assignments outside of class, this may not pose a problem. If, however, your intention is to complete the assignment during the class period, you will want to attempt some trial runs of the exercise prior to using it in class. In the case of the exercises found in the *Students' Guide to Collaborative Writing with CECEtalk*, those trials have already been conducted. If you are designing a new exercise, however, you should attempt the exercise yourself before attempting it during class. A good rule of thumb: class exercises always take longer than you think they will.

An additional constraint upon using CECEtalk in the classroom is the skill level of your students. Early in the term, when students are likely to be less familiar with the program, you will want to allow extra time to complete exercises. As students become more facile with the program, you can reasonably expect them to accomplish more during the class period. The use of scaffolding exercises early in the semester, or at any time at which you introduce new features of the program, is highly recommended.

Carrying out the assignment in the classroom

Once your class exercise is ready for use in the classroom, you will want to remember three things. First, you should explain the purpose of the assignment to your students. By bringing them into your confidence, as it were, you will find that they are more willing to work towards the successful completion of the exercise. Second, you should provide a written model of the exercise, such as those found in the *Collaborative Writing with CECEtalk* student guide. This will provide students with a reference should they need one during the exercise. Finally, you should model the assignment with

another student (or group of students) or ask students to model the exercise for the rest of the class while you coach them. Both methods of modeling are effective, and make it possible for students to see how your instructions are put into action.

Suggestions for further reading on collaborative writing

Bruffee, K., Short Course in Writing. Boston: Little, 1985.

Elbow, P. Writing without teachers. Oxford University Press, New York, 1973.

Gere, A.R., Writing Groups History, Theory and Implications. Southern Illinois University Press, Carbondale and Edwardsville, 1987.

Appendix

Computer Experience Questionnaire

Name: _____ Campus Phone: _____

Home Address:_____

_____

Major: _____ Academic Year: _____

Computer User ID: _____

1. How familiar are you with the computer system we will be using in this class?

not at all expert
1--------2--------3--------4--------5--------6

2. Approximately how many words can you type per minute?

10-----20-----30-----40-----50-----60-----70-----+

3. Is English your first language? _____ Yes _____ No

4. Please list courses you have taken in writing during the past three years:

_____

_____

_____

_____

_____

_____

5. Please list programs you have used on our computing system and indicate how often or how long you have been using each program. For example, if you have used the text editor to write papers for other classes, you might list: text editor, one semester, twice a week.

Other Computers: ___ Word Processing Software ___ Spell Checkers

Starting CECE Talk

To start the CECE Talk program

Step 1. At the typescript prompt type:

talklog workstationname1 workstationname2 etc. and press ENTER.

For example, if you wished to talk with two people, working at the workstations named **"egypt"** and **"asia"**, you would type

talklog egypt asia and press ENTER.

Step 2. Once the talk windows appear you may begin your session by typing into your personal window, which contains your name and userid in the title bar and has a text carat in the window.

Adding Talkers

To add talkers to your session

Step 1. While in the talk program, open the menus and choose **Add Talker**.

Step 2. When the program asks you to supply the name of the talker (via a message in the message line, located at the bottom of the window) type the name of the machine at which the person you would like to add to the conversation is working and press ENTER.

For example, if you wish to add a talker using the workstation named **"finland"**, in the message line you would type:

finland and press ENTER.

Copying Text from other Files into CECE Talk

To copy portions of a file

Step 1. Bring up the file containing your text in an ez window. To do this, type in your typescript:

ez <filename> and press ENTER.

For example, if you wish to view a file entitled **mypaper.d**, you would type:

ez mypaper.d and press ENTER

Step 2. Select the area of text you wish to display in the talk window and then choose the **Copy** menu option.

Step 3. Once you have copied the text from the ez window, move to your talk window and choose **Paste**.

Printing the log file

To set the printer

Step 1. While in the talk program, open the menus and choose the **Set Printer** option.

Step 2. When the program asks you to supply the printer name, type the name of the printer and press ENTER.

For example, if you wish to print on a printer named **printer1**, you would type the following:

printer1 and press ENTER.

To print the log file

Step 1. While in the talk program, open the menus and choose **Print**.

The following message will appear in the message line, located at the bottom of your window:

Print request submitted; watch console for results.

A file named **TalkLog.d** will be printed from your account. The file will contain a log of what has transpired so far in your session.

Saving Your Work in CECE Talk

To save the log file

Step 1. Open the menus and choose the **Save** option.

The program will save a log of everything that has occurred in your talk session, up the the point where you choose Save. The file will be stored in your TalkDir under the default file name **"Talklog.d"**

To select a different name for the log file

Step 1. Open the menus and choose the **Save as...** option.

Step 2. When the program prompts you for a name for the file, type in the name for the file and press ENTER.

For example, if you wish to save the log in a file named **discuss.d**, you would type the following:

discuss.d and press ENTER.

The program will write a log of everything that has occurred in your talk session, up to the point where you choose **Save as....** . The file will be stored in your TalkDir under the file name you have chosen. After you have saved the log to your file, you can save at anytime during your session by choosing the **Save** option.

Once you have saved the log to a file, you can perform the normal file operations, such as viewing, editing and printing.

NOTE: If you have not chosen the **Save as...**or **Save** option before you quit CECE Talk, the program will ask you if you wish to save the log file. If you do, follow the directions above for saving the file.

Quitting the CECE Talk Program

NOTE: If the person who started up CECE Talk chooses to quit, all other participants will also have to quit the program. The program will ask each participant if they wish to save any changes in the log before quitting. If, on the other hand, someone other than the person who started the program chooses to quit, only that person will be removed from the conversation, while the others can continue.

To quit the CECE Talk program

Step 1. Open the menus and choose the **Quit** menu option. If there are unsaved changes to the log, the program will ask you if you wish Save (via a message in the message line, located at the bottom of the window).

If you do wish to save the changes in the log file

Step 1. In the message line at the bottom of the window type:

y and press ENTER.

(The letter "y" means "yes--save the changes.")

The program will save the changes to your log file and then quit.

If you do not wish to save the log to a file

Step 1. In the message line at the bottom of the window type:

n and press ENTER.

(The letter "n" means "no--don't save the changes.")

The talk window will disappear.

References

Kiesler, S., Zubrow, D., & Moses, A. M. (1985). Affect in computer-mediated communication: An experiment in synchronous terminal-to-terminal discussion. *Human Computer Interaction, 1*, 77-104.

Neuwirth, C. M., Palmquist, M., & Cochran, C. (in prep.). *Effects of computer-mediated concurrent communication on a writing task* (Tech. Rep.). Carnegie Mellon University,

Slavin, R. E. (Summer 1980). Cooperative learning. *Review of Educational Research, 50*(2), 315-342.

Spear, K. (1988). *Sharing writing: Peer response groups in English classes.* Portsmouth, NH: Boynton/Cook.

Stein, M. I. (1975). *Stimulating Creativity. Volume 2: Group Procedures.* New York: Academic Press.